

Institute of Health Sciences Education Importance, Intentions and Behaviour: Predictors of exploring the patient's perspective

Cushing A. PhD FDSRCS BDS, Murray E. CPsychol SFHEA, Packham S. MBBS

Background

Patient-centred care requires exploration of each patient's unique perspective in addition to biomedical symptoms.

Learning communication in simulation settings does not transfer to practice unless applied immediately and supported^{1,2,3}

Theories of planned behaviour have been applied to health professionals behavioural intentions⁴. Dimensions of importance and confidence are known to underpin motivation for behaviour⁵.

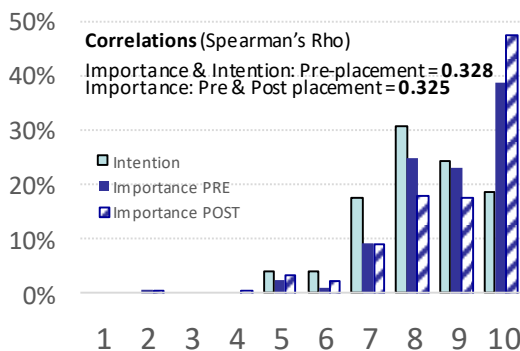
Method

A cohort study using a brief 10-point Likert-scale questionnaire prior to a nine-week clinical placement for 3rd year medical students: Importance of exploring patients' perspectives and likelihood of doing so (intention). A post-placement questionnaire: Reported behaviour, reported observation and free text comments. Questionnaires were matched but anonymised.

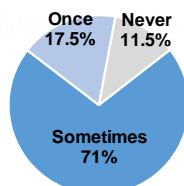
Results

Questionnaires (pre- and post placement) were available for 165 students (75% response).

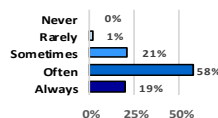
Importance and Intention



Observed by Clinician



Reported Behaviour



Correlation (Spearman's Rho)
Intention to Reported behaviour = **0.197**

Factors affecting behaviour



Take home points:

- Students held positive attitudes and intentions towards patient-centred communication.
- Behaviour was moderately correlated with intention.
- Time, Patient Willingness, Forgetting, Emotion & Context influenced behaviour.
- Clinicians in placements have potential to support or undermine students' exploration of the patient's perspective.

References:

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4. Lapkin S et al. Using the Theory of Planned Behaviour to examine health professional students' behavioural intentions in relation to medication safety and collaborative practice. *Nurse Educ Today* 2015;35(8):935-40.
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